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| **Communicate Instructional Purpose and Prime Background Knowledge** | | | | | | |
| **Teacher Behavior:** Teacher initiates lesson by discussing essential learning objectives, activating students’ prior knowledge, and making connections to students’ goals, interests, and backgrounds. | Teacher behavior observed | | **Student Engagement:** Students actively listen. Students sit up, lean forward, ask questions, provide input and respond to teacher questions. Student eyes track teacher/speaker.  **Student Disengagement:** Students do not respond to teacher questions or provide input to discussions. Students engage in activities other than discussion. Examples may include sleeping, staring into space, and reading materials or talking about topics not directly related to the curriculum. | # of Students: | Engaged | Disengaged |
| Yes | No |  |  |  |
| Notes: | | Notes: | | |

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| **Explicit Instruction** | | | | | | |
| **Teacher Behavior:** Teacher provides direct instruction of strategies, skills, and concepts. Teacher poses and answers questions and/or provides multi-media instruction with teacher interaction. | Teacher behavior observed | | **Student Engagement:** Students actively listen. Students sit up, lean forward, ask questions, provide input and respond to teacher questions, eyes track teacher/speaker.  **Student Disengagement:** Students are inattentive to instruction, question and answer or multi-media instruction. Examples may include sleeping, staring into space, and reading materials or talking about topics not directly related to the curriculum. | # of Students: | Engaged | Disengaged |
| Yes | No |  |  |  |
| Notes: | | Notes: | | |

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| **Modeled Instruction** | | | | | | |
| **Teacher Behavior:** Teacher models skills and strategies through emphasizing and demonstrating their thinking (i.e., think aloud) associated with developing and applying the knowledge and skills. | Teacher behavior observed | | **Student Engagement:** Students sit up, lean forward, ask clarifying questions, take notes, provide input and respond to teacher questions. Student eyes track teacher/speaker.  **Student Disengagement:** Students are inattentive to modeling. Students are engaged in activities other than tracking teacher, taking notes, and asking questions. Examples may include sleeping, staring into space, and reading materials or talking about topics not directly related to the curriculum. | # of Students: | Engaged | Disengaged |
| Yes | No |  |  |  |
| Notes: | | Notes: | | |

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| **Guided Practice with Teacher Support and Feedback** | | | | | | |
| **Teacher Behavior:** Teacher names the strategy, skill, and task and reviews its purpose. Teacher observes students engaged in examples, conducts Checks for Understanding throughout the lesson, and provides immediate, high quality feedback for students (i.e., specific, goal oriented, actionable). | Teacher behavior observed | | **Student Engagement:** Students are engaged in higher order thinking tasks which are aligned with standards. Common examples include authentic project work, hands-on learning, problem-based learning, demonstrations, and inquiry. Students seek help from teacher when appropriate.  **Student Disengagement:** Students are not engaged in the conversation or learning activity. Students observe others or disengage (e.g., talk off-topic, read or work on assignments not directly related to the task at hand). | # of Students: | Engaged | Disengaged |
| Yes | No |  |  |  |
| Notes: | | Notes: | | |

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| **Guided Practice with Peer Support and Feedback** | | | | | | |
| **Teacher Behavior:** Teacher oversees (e.g., circulates the room, answered questions when asked) student collaboration activities which are structured for peer interdependence and holds all students accountable for the final product. | Teacher behavior observed | | **Student Engagement:** Students are engaged in active conversations that construct knowledge. Students engage collaboratively in structured learning activities. All students contribute equitably to the final product. Students seek help from teacher or peers when appropriate.  **Student Disengagement:** Students are not engaged in the conversation or learning activity. Students observe others or disengage (e.g., talk off-topic, read or work on assignments not directly related to the task at hand). | # of Students: | Engaged | Disengaged |
| Yes | No |  |  |  |
| Notes: | | Notes: | | |

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| **Independent Practice** | | | | | | |
| **Teacher Behavior:** Teacher oversees (e.g., circulates the room, manages disengagement) student independent work, providing additional explicit, modeled, and/or guided practice as indicated by students’ ability to be successful on independent task. | Teacher behavior observed | | **Student Engagement:** Students synthesize, apply knowledge and reinforce skills by engaging in learning exercises/tasks (e.g., seat work, reading, or multi-media tasks) without direct support.  **Student Disengagement:** Students do not complete assigned task. Examples may include sleeping, staring into space, and reading materials or talking about topics not directly related to the curriculum. | # of Students: | Engaged | Disengaged |
| Yes | No |  |  |  |
| Notes: | | Notes: | | |

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| **Reflection, Integration and Extension** | | | | | | |
| **Teacher Behavior:** Teacher provides structures and scaffolding to promote student reflection and understanding of progress toward goals, effective processes and supports, and real-world relevancy and application. | Teacher behavior observed | | **Student Engagement:** Students reflect on what they have learned by considering how they have progressed toward or surpassed learning goals, discerning what processes and supports improve ease of learning and/or learning outcomes, and making connections between prior learning, personal interests/goals and real-world relevancy and applications.  **Student Disengagement:** Students do not reflect on learning. Examples may include sleeping, staring into space, and reading materials or talking about topics not directly related to the task at hand. | # of Students: | Engaged | Disengaged |
| Yes | No |  |  |  |
| Notes: | | Notes: | | |

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| **Formal Assessment** | | | | | | |
| **Teacher Behavior:** Teacher circulates and/or actively scans the room. Teacher-student interaction centers on clarifying task requirements. | Teacher behavior observed | | **Student Engagement:** Students complete quizzes, tests, or other types of assessments without peer or teacher support.  **Student Disengagement:** Students do not complete assessment. Examples may include sleeping, staring into space, reading materials not directly related to the curriculum, or talking. | # of Students: | Engaged | Disengaged |
| Yes | No |  |  |  |
| Notes: | | Notes: | | |

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| **No Evidence of Instruction** | | |
| **Teacher Behavior:** Teacher sits behind desk, talks to students regarding topics unrelated to the standards, gives directions for tasks unrelated to the course benchmark/standards, and/or manages behavior in lieu of providing instruction. | Teacher behavior observed | |
| Yes | No |
| Notes: | |